Course Title: High School Chorus

Subject: Visual and Performing Arts

Grade Level: 9-12

Duration: September-June

Prerequisite: N/A

Elective or Required: Elective

Visual & Performing Arts Mission Statement:

An education in the arts is an essential part of the academic curriculum for the achievement of human, social and economic growth. An arts education enables personal, intellectual and social development for each individual and strives to enhance the student’s sense of confidence and self-esteem. The visual arts are uniquely qualified to cultivate a variety of multiple intelligences with powerful ways of communicating ideas, thoughts and feelings. A well-rounded program for intellectual growth must support the development of spatial, kinesthetic, interpersonal and intrapersonal intelligences. Creativity in solving art-related problems provides students with values that will better prepare them for future professional endeavors.

The Glen Ridge Public Schools offer every student access to a balanced, comprehensive, cohesive and sequential program of study in the visual arts. Arts education ensures the development of intuition, imagination, expression, performance and critiquing skills. An interdisciplinary approach to the arts ensures every student experiences and understands the arts in relationship to history and culture. The fine arts contribute to the growth of students into life-long learners by nurturing their abilities and interests, developing their divergent thinking, cultivating their multiple intelligences and enriching their lives.

Course Description: In this course students will continue to expand in their music notation writing and performance skills. This performance-oriented vocal music group is open to all students who enjoy singing and performing. Students will warm up with vocal exercises, be taught the rudiments of music theory,
correct singing, and prepare vocal pieces for performance. Students will participate in various school functions and liturgies throughout the year on and off school premises. After school rehearsals will be required of all students when preparing for these choral events.

Author: Jessica Cino
Date Submitted: Summer 2016
COURSE TITLE High School Chorus

Topic/Unit: #1 Vocal/Choral Techniques

Approximate # Of Weeks: 1 Semester

Essential Questions:
1. What criteria do we use to evaluate vocal production?
2. How can I improve the quality of my singing voice?
3. Why does each voice have its own timbre?
4. How does that manipulation of pitch and vowel formation affect intonation?
5. How do terms and symbols translate into music?
6. How are sounds and ideas organized into music?
7. In what ways have people used music to express their values and describe their experiences?
8. How does the structure of a musical piece create its order and clarity?

Upon completion of this unit students will be able to:
(List objectives with corresponding Standard Number)

• 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
• 1.3.12.A.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.
• 1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
• 1.1.12.A.4 Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.

Interdisciplinary Standards

Standard 9.1 21st-Century Life & Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Standard 6.1 US History: America in the World
All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the
American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**Activities:**
- Sectional Rehearsals
- Vocal Warm-up
- Body position exercises
- Analyze octaves through vocal analysis
- Solfedge warm-ups
- Student lead warm-up
- Piano play in lab
- Professional performance evaluation
- Mirror singing
- Teacher/student discussion
- Peer evaluation
- Student/guest conducting

**STEAM Activities (Visual Arts):**
- Each student will have the opportunity to practice guest conducting the chorus. Auditions will enable one of the students to guest conduct one selection at the concert semesters end.
- Students will use different objects in the room to create different sound waves by banging, hitting, or striking such objects against other tangible pieces in the classroom and hallways.

**Enrichment Activities:**
- Students can enroll in the Madrigal after school choir (honor choir) and expand their A Capella abilities.
- Students are encouraged to take private vocal lessons (blk 9) extra help to expand vocal range and tonal abilities.

**Methods of Assessments/Evaluation:**
- Written assessment
- Classroom discussions
- After school performances
- In class performance
- Test/Quiz
- Participation in adjudicated performances
- Aural Teacher Assessment
- Peer Evaluation
- Teacher Evaluation
- Vocal test group/individual
COURSE TITLE High School Chorus

Topic/Unit: #2 Composition

Approximate # Of Weeks: 1 Semester

Essential Questions:
1. How is melody created?
2. Why should we respect music if we don't like the way it sounds?
3. How does music communicate?
4. How do music and history influence each other?
5. How can you indicate and demonstrate expressive elements in music?
6. How is sound organized to make music?
7. Can you have rhythm without steady beat?

Upon completion of this unit students will be able to:
(List objectives with corresponding Standard Number)
• 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
1.3.12.A.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.

1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

1.1.12.A.4 Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.

Interdisciplinary Standards

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Standard 6.3 Active Citizenship in the 21st Century
All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Activities:
- Song writing - group/individual
- Sight Reading
- Piano lab
- Practice room groups
- Sight singing
- Transposition of compositions
- Student group discussion
- Teacher student echo interaction
- 2-3-4 part harmony writing
- Prepared piece for performance

STEAM Activities (Visual Arts):
- Students will create a composition using a bucket of water and different sized containers. These will be performed in front of the class.
- Name That Tune - Students will collect numerous songs from the 70’s, 80’s, 90’s, and today to play the game show. The winner will be conductor for the next class period.
**Enrichment Activities:**
- Students will take a piece of music and analyze the lyrics and write a corresponding story to present to the class.
- Students will create a travel brochure to a place of their choice involving historical music and composer tours

**Methods of Assessments/Evaluation:**
- Aural evaluation
- Written evaluation
- Composition grading and assessment
- Teacher Observation
- Student Responses
- Test/Quiz
- Classroom participation

**Resources:**
- Music composers booklet
- The Everything Music Composition book
- Bach Choral Chart/Book
- Piano Lab
- Notation Booklet
- Concert Repertoire
- Choral concert folder

**Online Resources:**
- Teacher webpage
- Noteflight.com
- Majoringinmusic.com
- Commonsensemedia.org

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**COURSE TITLE High School Chorus**

**Topic/Unit: #3 Music Reading**

**Approximate # Of Weeks: 1 Semester**

**Essential Questions:**

1. How can music notation show melodic direction?
2. What does harmony add to music?
3. Is there good and bad harmony?
4. How does the manipulation of pitch and vowel formation affect intonation in an ensemble?
5. How do harmonies support melodies?
6. How does music elicit emotion?
7. What inspires someone to create a piece of music?

Upon completion of this unit students will be able to:
(List objectives with corresponding Standard Number)
• 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
• 1.3.12.A.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.
• 1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
• 1.1.12.A.4 Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.

Interdisciplinary Standards

Standard 9.3 - Career Awareness, Exploration, and Preparation
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Standard 9.1 21st-Century Life & Career Skills
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Activities:
• Bass and Treble clef practice reads
• Reading of time signatures
• Sight reading groups
• Song writing individual
• Song writing/harmonizing in groups
• Group lyric sets
• Music flash cards
• Group singing/reading
• Moveable do exercises
• Vocal warm-ups- sight reading
• Fill in the missing note
STEAM Activities (Visual Arts):
• Students will discuss lyrics to popular songs and then write their own lyrics with rhyme, meter, and alteration. Students will then perform their song to the class.
• Students will create their own personalized Pandora station. They will choose 2 songs off of the stations genre and write harmonies for each and present them to the class in notation and vocal form.

Enrichment Activities:
• Students will create a slide show/PowerPoint describing the correct technique of whole, half, quarter, 8th, 16th, and 32nd notes and reading placement in 4/4, 3/4, 2/4 12/8
• Students will create a story about composers and their challenges in life faced while learning to read and write notation. This can be done in past or present genres of music.

Methods of Assessments/Evaluation:
• Student assessment
• Teacher evaluation
• Outside professional critique
• Homework
• Worksheet
• Note fill in sheet
• Test/Quiz
• Sight singing
• Aural testing

Resources:
• Sight Singing Chart
• Sight singing book
• Student Compositions
• Teacher compositions
• Sheet music
• Concert Repertoire
• In class warm-ups
• Piano Lab

Online Resources:
• Teacher webpage
• Composersforum.org
• Victoriassymphony.com
• Interactivesites.weebly.com/music
• Learningliftoff.com

COURSE TITLE High School Chorus
Topic/Unit: #4 Performance

Approximate # Of Weeks: 1 Semester

Essential Questions:

1. What criteria do we use to evaluate a performance?
2. What makes a significant and meaningful performance?
3. How does music communicate?
4. How do groups stay together in a performance?
5. How do harmonies support melodies?
6. How do melodies and harmonies become one?
7. What makes someone a good singer?
8. How can I fairly evaluate my own, or a peers performance?
9. How can I develop my voice over time?

Upon completion of this unit students will be able to:
(List objectives with corresponding Standard Number)

- 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- 1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
- 1.3.12.A.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.
- 1.3.12.B.1 Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
- 1.1.12.A.4 Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.

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Activities:
- Singing telegrams
- Adjudicated festival performance
- Voice memo recording and evaluation
- Field trip to professional performance
- In school performances
- Senior citizen luncheon
- Carol the school (holiday)
- Train station carol
- Vocal warm-ups
- Video tape/playback and view
- Individual solo singing

STEAM Activities (Visual Arts):
- Students will write a 4 part harmony piece that corresponds to the seasonal concert. Lyrics and notation will be written and student rehearsals for public performance the final stage.
- Students will organize a workshop with Ridgewood Avenue School. High school choral student will mentor a younger student for the day and teach them about rehearsal technique and performance. There will be a final end of the day performance given by the high school students.

Enrichment Activities:
- Students will create a music video from 1970,80,or 90 using voice over and lip singing techniques. All videos must be edited and can be done on and off school premises
- Students will create a performance folder throughout the semester. Each piece rehearsed/ performed will be analyzed and explained in detail.

Methods of Assessments/Evaluation:
- Adjudicated evaluation
- Teacher evaluation
- Test/Quiz
- Outside school performances
- Outside professional evaluation
- Student response and critique
- Concert participation and attendance
- Public feedback
Resources:

- Concert Repertoire
- Student written lyric sheets
- Jwpepper
- Vocal Warm-up booklet
- Sight Singing for intermediate voices
- Piano Lab
- Solfedge for High School students

Online Resources:

- Teacher webpage
- Totalchoirresources.com
- Choralnet.org
- Musiciansway.com
- Readingrockets.org
- Vocaltechnique.com
- Choralline.com
- Vocalist.org